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## Overview of Professional Development Framework for all staff who teach in Higher Education & what is being learnt from the Initial Implementation.

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# Overview of Professional Development Framework for all staff who teach in Higher Education & what we are learning from the Pilot Study Implementation (so far!)

**Dr Roisin Donnelly & Dr Terry Maguire**



# Abstract

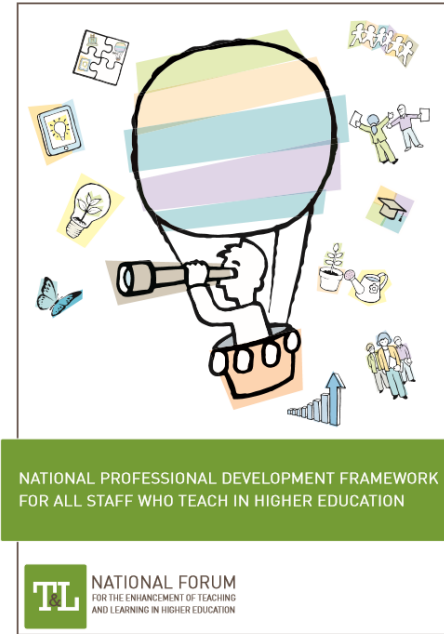
In higher education, we have become increasingly aware of the narrative of being part of a knowledge-based economy, and know there are strong, compelling reasons for continuous professional development (PD) to support our role as educators. For anyone who teaches and supports learning in Irish higher education, PD is fundamental for remaining current in their role, it provides the drive to progress their career, and to deal with change in the sector. Prior to 2016, there has not been a mechanism or route in place nationally to give structure, focus and support to individual academic staff to avail of relevant PD and utilise it to realise their full potential in their teaching role. Promisingly, there are more PD opportunities to choose from nowadays for those teaching in Irish HE than ever before, but negotiating the labyrinth can remain difficult.

This study discusses a key strand of the workplan of the National Forum (NF) for the Enhancement of Teaching and Learning - the formation and early implementation of the National Professional Development Framework (PDF) for all who teach in higher education (HE). This important work is leading towards national recognition of an individual's commitment to professionalism in teaching. By deepening sectoral understanding of the PDF itself and raising awareness of the recent pilot study implementation with staff who teach in universities, institutes of technology and private colleges, we are adding to the long-standing debate about the possible connections between professionalisation of teaching and improvements in student learning experiences and outcomes. We have structured the article using a series of questions, to highlight what is unique about this PD Framework, its underpinning values and distinctive domains.

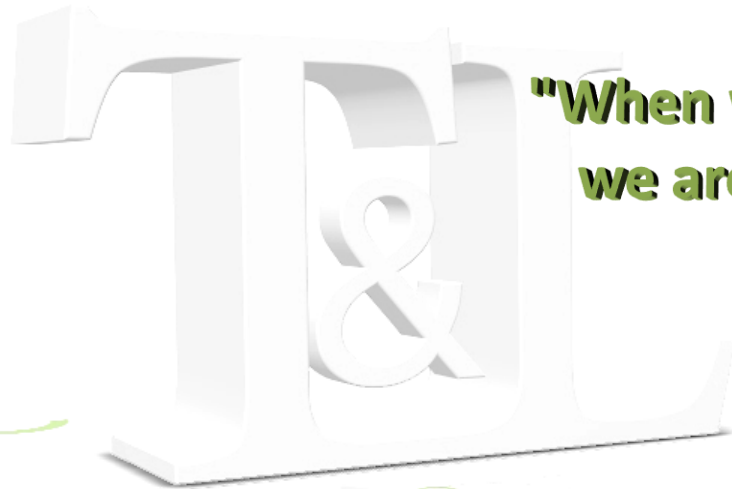


# Overview of Presentation

- Introducing the PDF: highlighting the uniqueness of this national framework
- Explaining the PDF Pilot Studies: scope and composition
- What else is happening in PD?
  - PD Digital Badges Initiative
  - PD Teaching & Learning Projects



Professional development is something we do every day of our lives without even thinking about it – do you agree?



**"When we can no longer change a situation,  
we are challenged to change ourselves."**

**- Viktor Frankl**

...however, as busy educators, it takes time to think about what we do, and why we do it, and how best to evidence and reflect on PD. **How can we embark on PD and self-manage the process?**



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AND LEARNING IN HIGHER EDUCATION

## **What is the National Forum's Framework for Professional Development (PD)?**

Published mid 2016

to provide guidance for the PD of individuals and give direction to other stakeholders (e.g. institutions, higher education networks, educational/academic developers, policy makers and student body representatives) for planning, developing and engaging in professional development activities.

**In Dec 2016, we extended an invitation to participate in a pilot implementation to the HE sector...**

We wanted to engage with many professional identities as possible in the pilot project...

Academic staff across disciplines; learning technologists; educational developers; research staff; library staff; support staff...



# Terminology

**PDF** = Professional Development Framework

**PDP** = Professional Development Portfolio

**Pilot Study** = Group of between 5-20 participants from HE sector trialling the PDF from 1 Feb-31 May 2017



# The PD Journey 2016-17



## PDF Pilot Studies

23 Pilot Studies underway across the University, IoT & Private College Sectors, with 230 participants from 1 Feb-31 May 2017

## Digital Badges

From 75 expressions of interest, 15 Badges selected for development; lead & collaborating partners attended badge development workshop; Blog Support

## T&L Projects

Roadshow visits to Lead Partners/Attending initial Project Meeting; Project Speed-Dating Event to nurture collaboration; Blog Support

Professional Recognition Framework 2017







### **PDF Pilot Studies**

220 Participants  
22 Co-ordinators

### **PD T&L Projects**

10 Teams  
55 Participants

### **PD Digital Badges**

38 Developers  
30 Peer Reviewers

It's about bringing people together!  
All these shared conversations, ideas,  
resources and innovations currently  
happening about PD across the sector

Nov 2016-Oct 2017

**Evaluation:** Research involving data  
Collection with 3 layers of participants

**Development:** Target Group  
Pilots [n=230]; Feb-May 2017

**Design:** Pilot Co-ordinators [n =13]  
Regional Workshops Completed

**Planning:** Expert Advisory Group  
currently being formed [n =10]

**Consultation Phases:**  
Formation of the PD Framework

Currently we are here!



# Our Understanding of Professional Development



**1. Collaborative  
Non-Accredited**



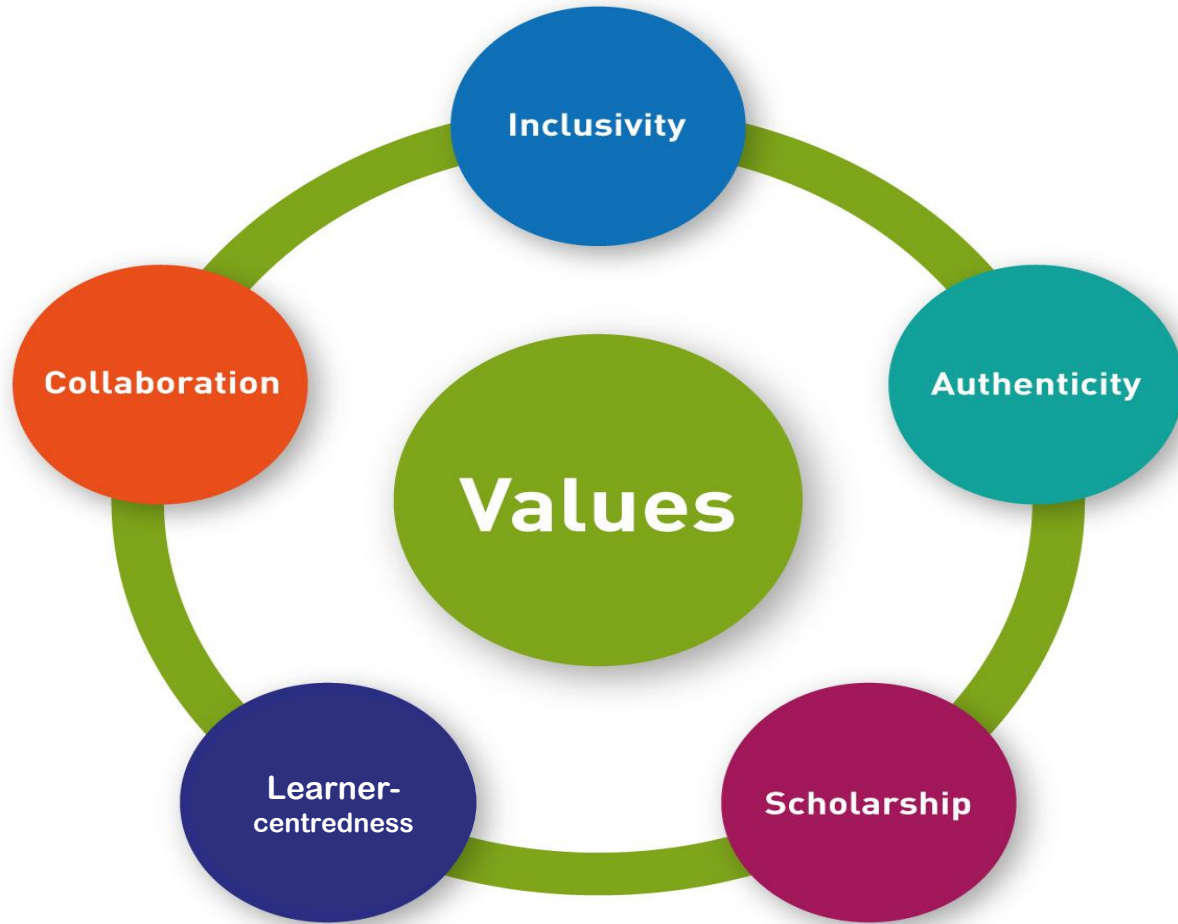
**2. Unstructured  
Non-Accredited**



**3. Structured  
Non-Accredited**



**4. Accredited**



**Griffith College:**  
Engaging with all  
domains [1&4]

**HECA Teachers:**  
Aligning domain 1 to  
HECA manual

**HECA Librarians:**  
Set up domains within  
ePortfolios using  
WordPress



**The domains, underpinned by the framework's values.**



# Scope & Composition of PDF Pilot Studies



#### Why are these PDF pilot studies being done?

The National Professional Development Framework (PDF) has been developed to support those who teach in Irish higher education with a mechanism for considering their own professional development journey. To implement the PDF across key professional identity contexts, a series of pilot studies are being conducted which will ultimately inform a professional development national recognition framework.

#### What do I have to do?

You will be invited to reflect on your professional development against the domains and elements of the PDF [<http://www.teachingandlearning.ie/wp-content/uploads/2016/09/PD-Framework-FINAL.pdf>], and compile this in a portfolio. To support you in this process, you will be invited to attend a 'kickstarter' regional workshop, and there is a mentoring scheme embedded as part of the Pilot Studies.

#### PDF Pilot Study location(s)

A series of short interactive workshops will be run in the following locations to launch the PDF pilot study in each institution, and you are cordially invited to attend:

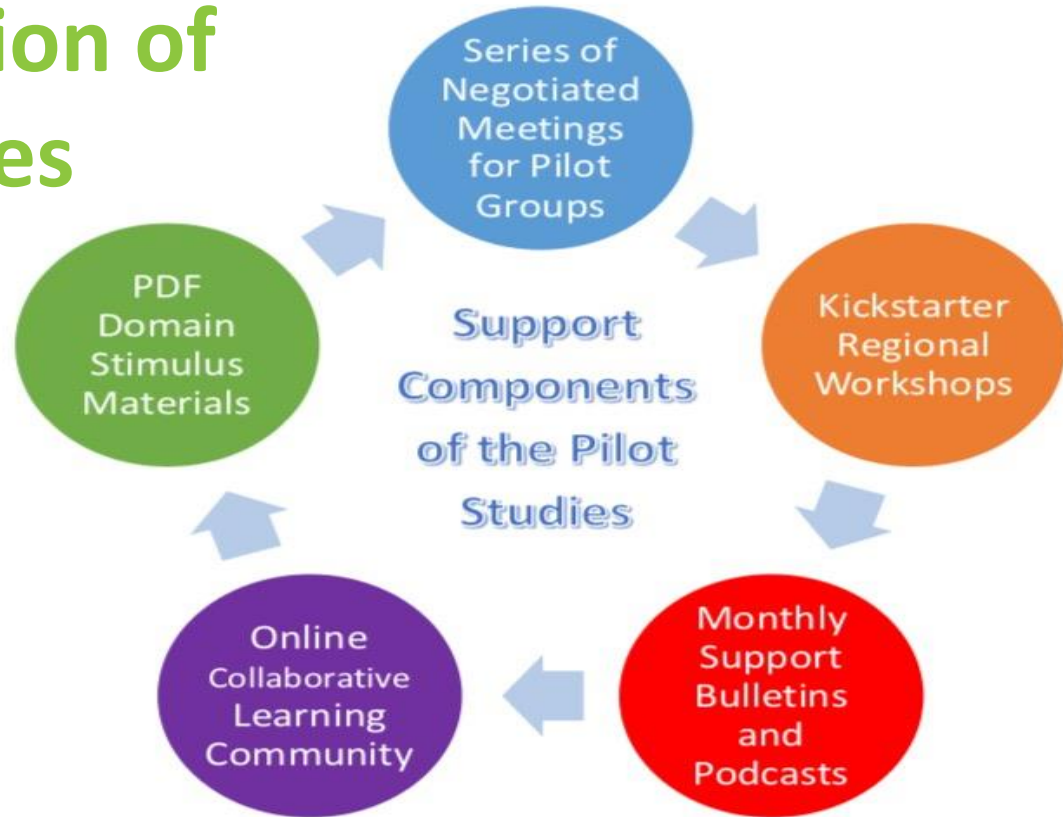
#### KICKSTARTER REGIONAL WORKSHOPS: Lunch provided

Date & Time	Location(s)	Pilot Study Area	Pilot Study Liaison
Mon 10 <sup>th</sup> Jan (12.30pm – 2pm)	NUI Galway	PG Teaching Certificate	sharon.flynn@nuigalway.ie
Tues 17 <sup>th</sup> Jan (10am – 11.30am)	UL	Teacher Educators	missy.parker@ul.ie
Tues 17 <sup>th</sup> Jan (2pm – 3.30pm)	Limerick IT	(1) Academic Leaders (2) Lecturers in the Humanities	martin.fitzgerald@lit.ie
Wed 25 <sup>th</sup> Jan (12.30pm – 2pm)	IT Trillick	(1) Nurse Educators (2) Learning Technologists	tom.farrelly@staff.ittrillick.ie
Thurs 26 <sup>th</sup> Jan (12.30pm – 2pm)	DKIT	(1) Work Placement Co-ordinators (2) Engineering Lecturers	angela.shott@dkit.ie
Fri 27 <sup>th</sup> Jan (10am – 11.30am)	Griffith College	(1) Teachers who research (2) Researchers who teach (1) Part-time Lecturers with industry links (2) Educational Developers	bernadette.brennon@dkit.ie fiona.oriordan@griffith.ie
Fri 27 <sup>th</sup> Jan (2pm – 3.30pm)	RCSI	(1) Healthcare Professions (2) Careers Advisors	martinacrahan@rcsi.ie
Fri 27 <sup>th</sup> Jan (5pm – 6.30pm)	IPFAS	(1) New Teachers in HECA (2) HECA Librarians	amangan@ipfas.com
TBC	NUI Maynooth	Academic Writing and Maths Support Tutors	alison.m.farrell@nuim.ie
TBC	IADT	Art & Design Practitioner-Educators	sherra.murphy@iadt.ie

#### Who can I contact for information or to enroll in a pilot study?

Please email the pilot study liaison listed above for your institution to discuss the pilot studies in more detail, and/or to register your interest in participating. Or if you have any questions about the pilot study process, contact the Project Manager [roisin.donnelly@teachingandlearning.ie](mailto:roisin.donnelly@teachingandlearning.ie)

PD Flyer, Version 1, 2012/16



- 22 Pilot Studies across the HE Sector
- Supported by a pilot co-ordinator (and expert mentor)

# 'Kickstarter' Regional Workshops

NUI Galway



HECA, Dublin



University of Limerick



IT Tralee



LIT



Dundalk IT



Griffith College



Royal College of Surgeons

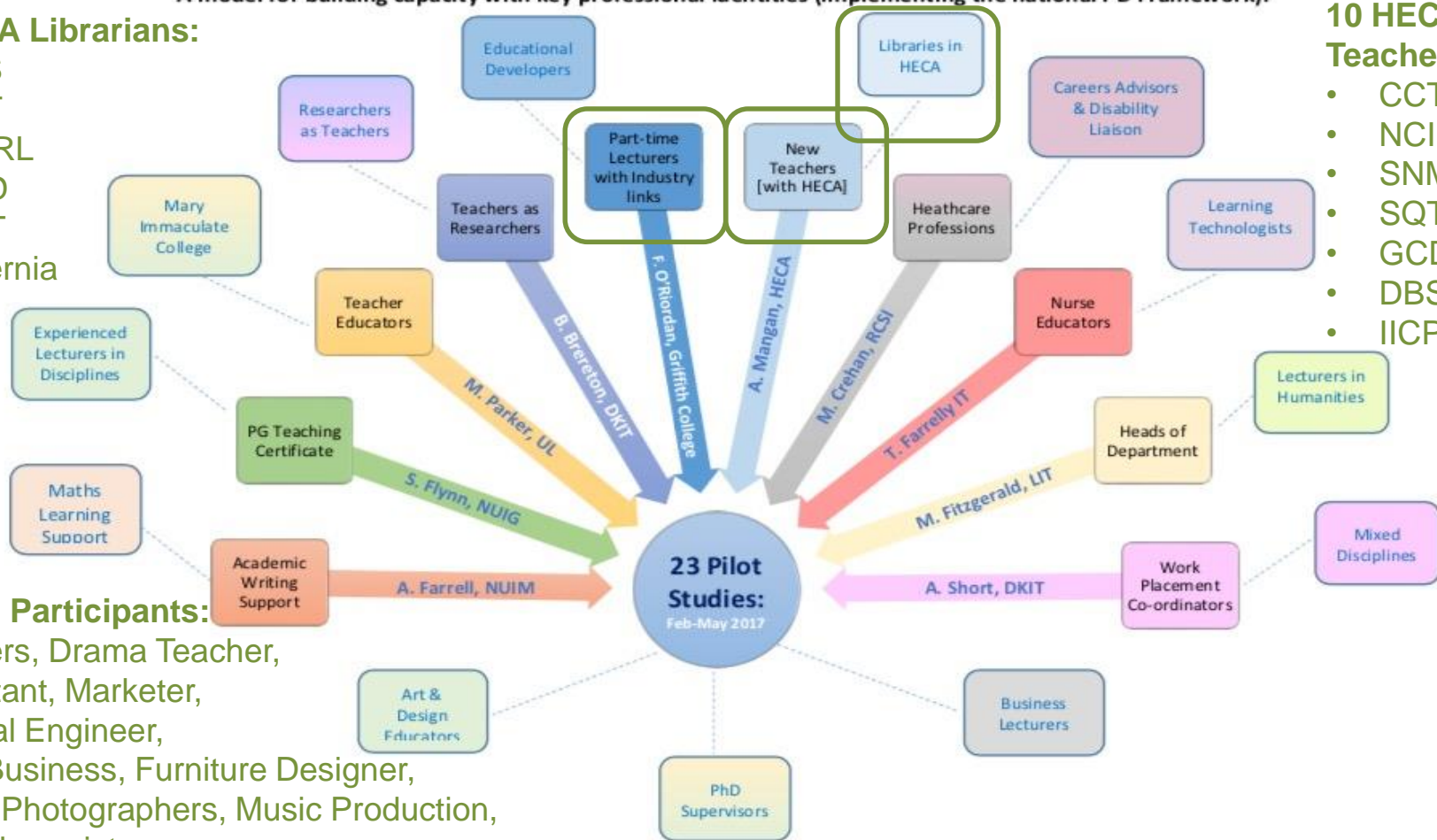




**A model for building capacity with key professional identities (implementing the national PD Framework):**

**10 HECA New Teachers:**

- CCT
- NCIRL
- SNMCI
- SQT
- GCD
- DBS
- IICP



**10 HECA Librarians:**

- DBS
- CCT
- NCIRL
- GCD
- IBAT
- Hibernia

**15 GCD Participants:**


Designers, Drama Teacher, Accountant, Marketer, Industrial Engineer, Digital Business, Furniture Designer, Trainer, Photographers, Music Production, Psychotherapist



# Participant Profiles

## What initial information was collated about the PDF Pilots Groups?

- Their professional context
  - Description of participants' background and experience;
  - Current position held;
  - Institution/Organisation/Community; Description of their students
- Their current level of familiarity with the PDF

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**PARTICIPANT PROFILE SHEET FOR PD PILOT STUDIES<sup>1</sup>**  
— FOR EXPERT GROUP

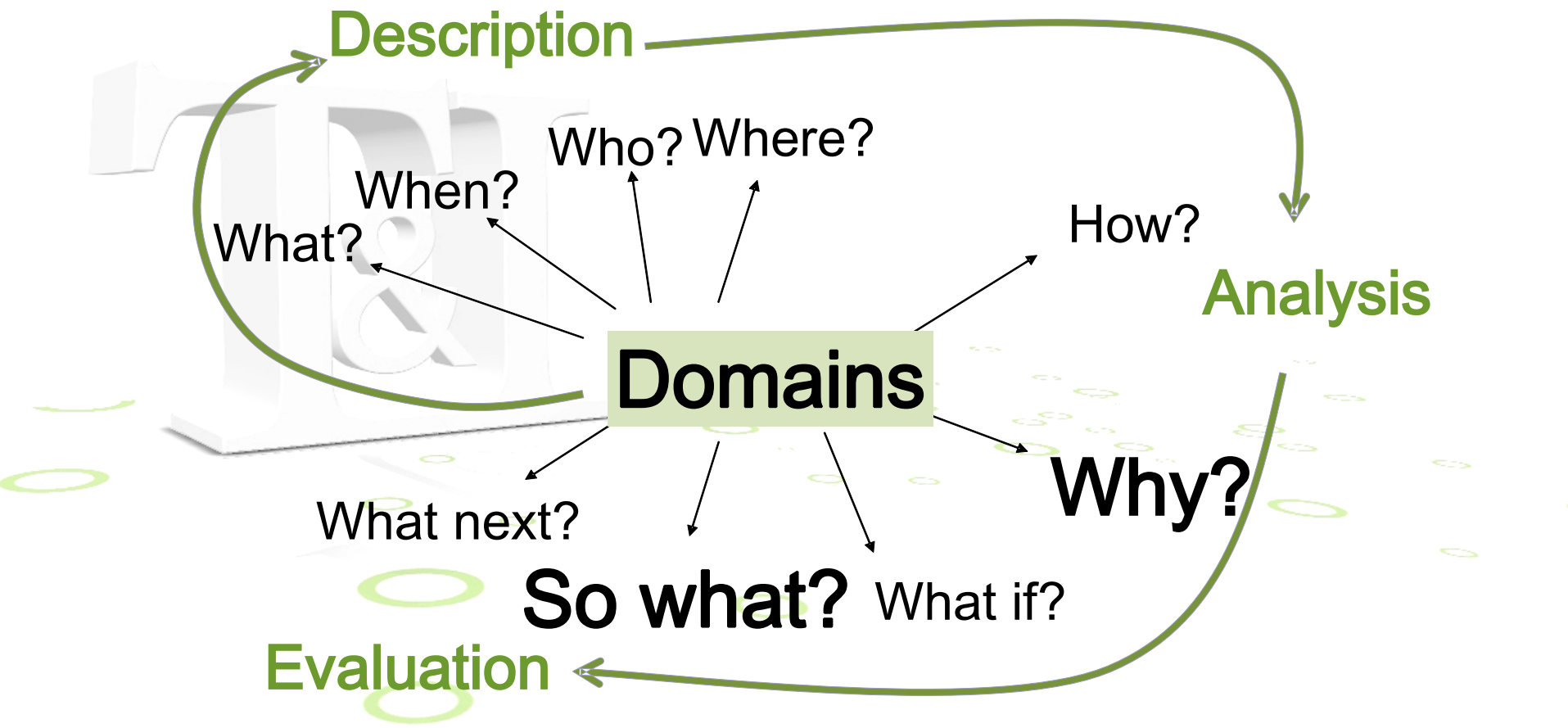
The purpose of this form is to gather consistent profile information about participants on the implementation of the national PD pilot studies by the National Forum for the Enhancement of Teaching and Learning in Higher Education.

<b>Pilot group title:</b>	
<b>Participant names (up to 10):</b>	
<b>Location of pilot study:</b>	
<b>Dates of pilot(s):</b> 1 Feb-31 May 2017	
<b>Expert group mentor:</b>	
<b>Pilot co-ordinator:</b>	
<b>PROFESSIONAL CONTEXT</b> Description of participants' background and experience, Current position held; Institution/Organisation/Community; Description of their students	
<b>CURRENT LEVEL OF FAMILIARITY WITH THE PDF</b>	
<b>ADDITIONAL NOTES</b>	

**On completion, please return to:**  
Dr Roisín Donnelly  
Project Manager for Implementation of PDF Pilot Studies  
National Forum of Teaching and Learning  
[roisin.donnelly@teachingandlearning.ie](mailto:roisin.donnelly@teachingandlearning.ie)

FOR COMPLETION BY ALL PARTICIPANTS IN THE PILOT STUDIES

# Enquiry-based approach to generate engagement in PDF Pilots



# SUPPORTING THE PILOT STUDIES



## MENTORING SCHEME FOR SUPPORT OF PD PILOT STUDIES

### Introduction

The following materials will be available to the Pilot Co-ordinators via the Expert Mentors:

1. PD Pilots Information Leaflets.
2. Info video to share with pilot participants.

The discussions during the mentoring process can take into account:

3. Details of all other NF projects running.
4. Info on expenses to support this project if relevant.
5. Info on to access supports or resources, as well as time required on pilot.

### Rationale

The mentoring scheme will be embedded as part of the Pilot Studies implementing the PDF across professional identity contexts for those who have a teaching role in the higher education sector. Involvement in this scheme is not intended to be a requirement, rather it is a form of guided support offered to pilot co-ordinators. In this context, what is proposed is a mentoring scheme where the role of the expert group mentor involves assisting and supporting the pilot co-ordinator to carry out their pilot study.



### About PDF Pilot Studies

The National Forum for the Enhancement of Teaching and Learning in Higher Education (NF) funds this 12-month project which commenced on 1st November 2016. The Project Manager works closely with the PD Expert Advisory Group which has a representative from NUIG, UL, LIT, DKIT, Griffith College, RCSI, HECA colleges, IT Tralee, and Maynooth University; in addition, colleagues from CIT and IADT are involved in hosting and co-ordinating a pilot study each. The PDF pilot studies which are spread across the higher education sector, with universities, IoTs and private colleges including a teacher education institution, share a commitment to empower staff to create, discover and engage in meaningful personal and professional development in a variety of ways.

**NF Director:** Dr. Terry Maguire  
terry.maguire@teachingandlearning.ie

**PD Project Manager:** Dr. Roisin Donnelly  
roisin.donnelly@teachingandlearning.ie

**PD Expert Advisory Group:**  
Dr. Bernie Brereton; Dr. Martina Crehan;  
Dr. Alison Farrell; Dr. Tom Farrelly; Dr. Martin Fitzgerald;  
Dr. Sharon Flynn; Anne Mangan; Dr. Fiona O'Riordan;  
Dr. Missy Parker; Dr. Angela Short

**PD Pilot Co-ordinators:**  
Marese Bermingham, CIT; Dr. Cormac Breen, IMLSN;  
Fiona Colcannon, NUIG; Karen Dunne, DKIT;  
Dr. Mark Glynn, DCU; Dr. Kathleen Horgan, MIC;  
Dave Kilmartin, DIT; Dr. Sherra Murphy, IADT;  
Marie O'Neill, DBS



**Name:**  
Pilot Studies Implementation of the National Professional Development Framework for all Staff who Teach in Higher Education

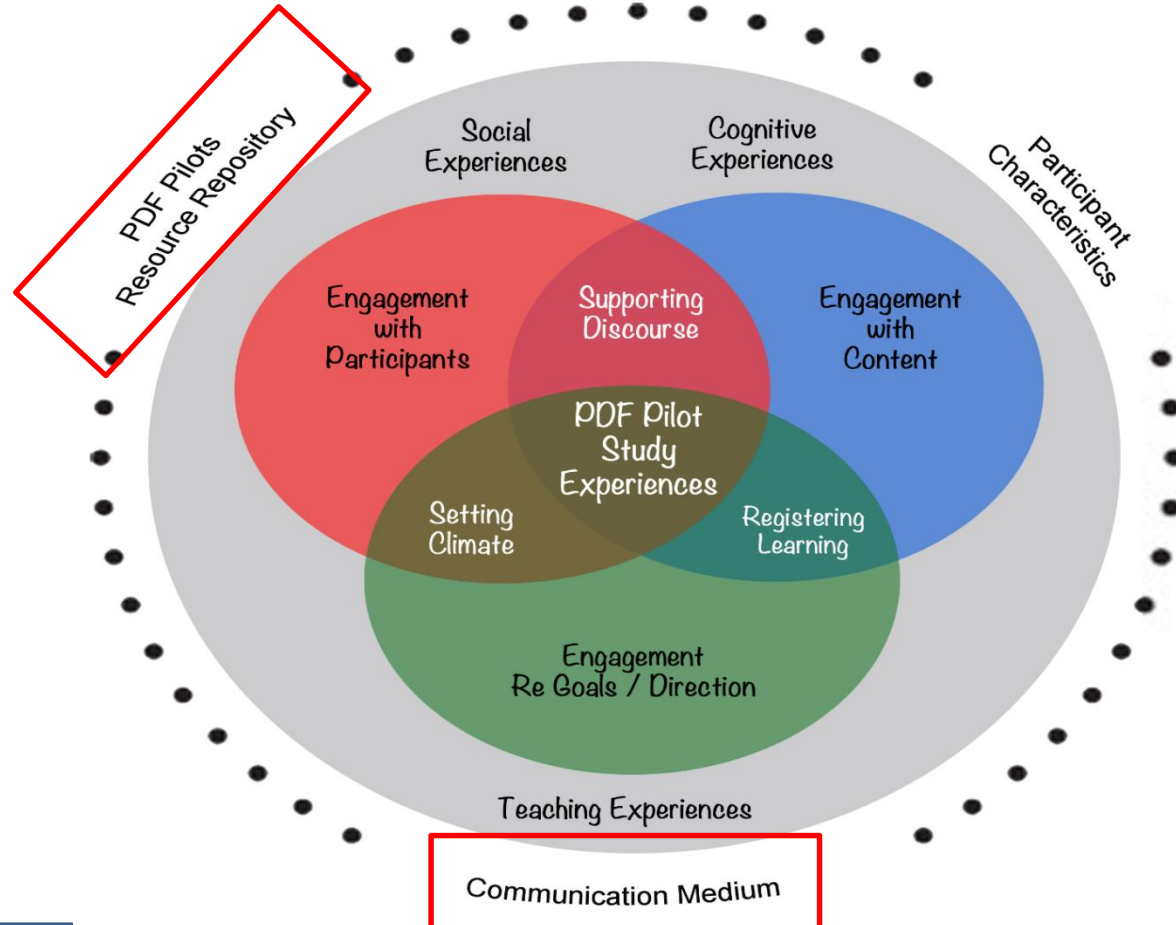
**Duration:** 12 months  
[1 Nov 2016-31 Jan 2017]  
**Planning:**  
**Implementation:** [1 Feb- 31 May 2017]

**Analysis, Evaluation and Dissemination**  
[1 June-31st Oct 2017]

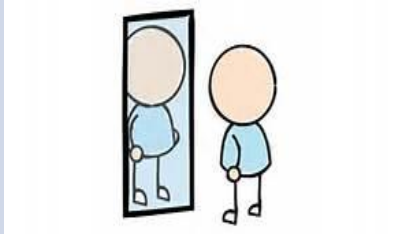







PD Pilots  
Support Sheet #1

- Dedicated, local and negotiated face-to-face support sessions that are available for the duration of the pilot study
- Online Collaborative Learning Community

# Creating an Online Learning Community for the PDF Pilot Studies



# PD PILOTS RESOURCE REPOSITORY

Already Developed	By...
<p>Series of Reflective Trigger Activities for each domain: teaching philosophy statement, self-analysis, critical incident analysis, glossary, mentoring guide, FAQs...</p>	<p>Pilot Groups &amp; NF</p> 
<ul style="list-style-type: none"> <li>• Monthly Support Podcasts &amp; Bulletins</li> <li>• Video Case Studies</li> </ul>	<p>Pilot Co-ordinators &amp; NF</p>  
<p>PDF Domain resources by pilot participants</p>	<p>Griffith College, HECA Teachers &amp; Librarians</p>   
<p>Animations of engagement with the PDF</p>	<p>DKIT; Academic Writers</p>  

# EVALUATING PDF PILOT STUDIES

- NF ethics committee approval
- Signed informed consent leaflet
- 4 layers of data collection:  
online survey, paired interviews,  
focus groups, video case studies



## PROFESSIONAL DEVELOPMENT FRAMEWORK PILOT STUDY INFORMATION LEAFLET – FOR PARTICIPANTS



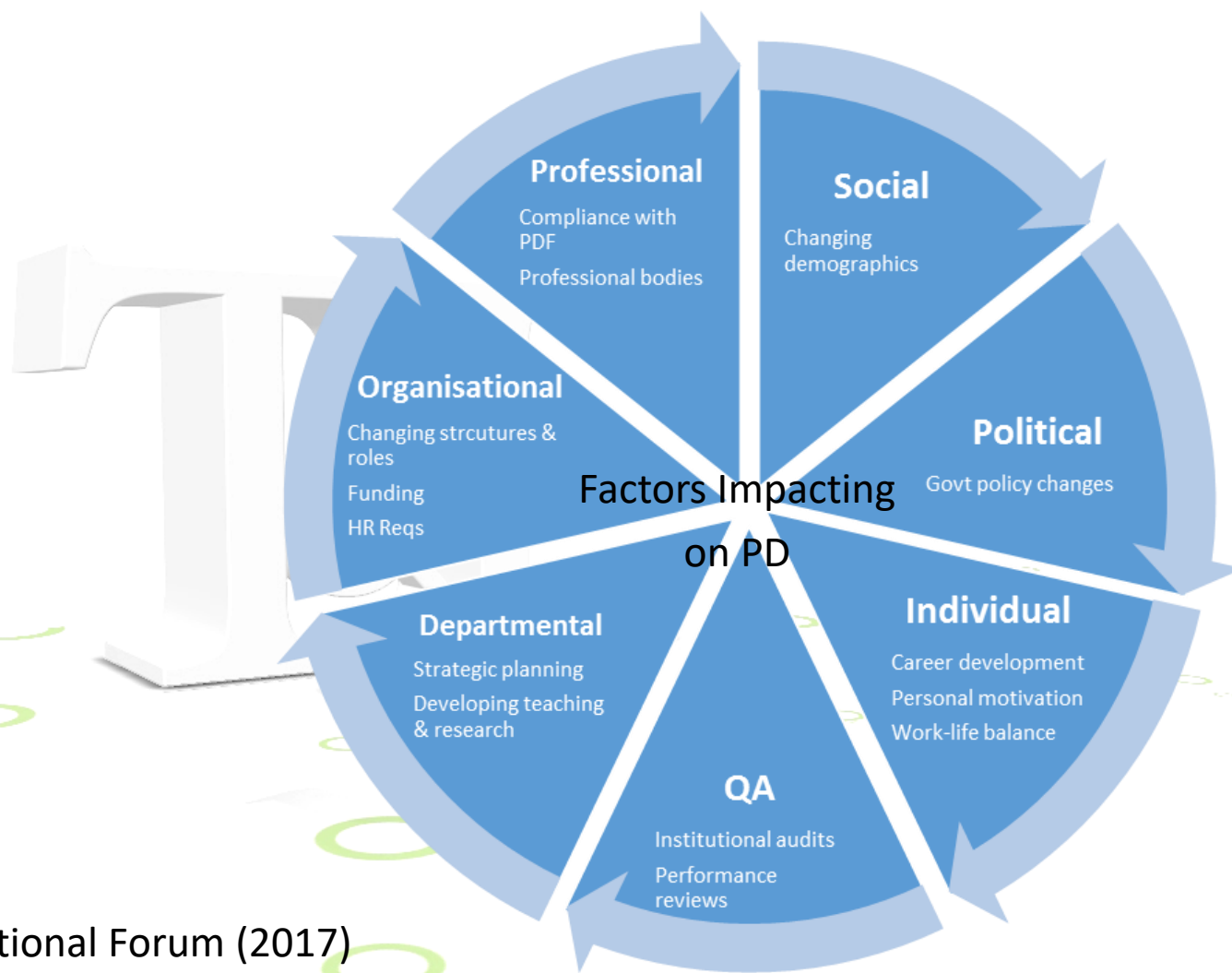
### Introduction

Since 2013, the National Forum for the Enhancement of Teaching and Learning in Higher Education has been working towards the development of a nationally-recognised framework for capturing successful practice within teaching and learning support across the higher education sector. The National Professional Development Framework (PDF) has been developed to support those who teach with a mechanism for considering their own professional development through a structured process of reflecting on, planning, gathering evidence and validating their professional development. This is based on the belief that the National PDF is essential to driving improvement in, and raising the profile of learning and teaching in Irish higher education. As such, the National Forum has been consulting with the sector for some time in preparation for the formation of a Professional Recognition Framework for the future.

Providing opportunities for professional development that could lead to career progression for all who teach<sup>1</sup> in higher education is front and centre of a pilot study implementation strategy that is currently being initiated to support this process. Throughout the first half of 2017, we have decided to conduct a series of pilot studies to trial the PDF in institutions – and it is a very exciting project! These pilot studies which are led by the National Forum as part of ongoing development of the National PDF, aim to explore the processes and tools that are used to implement and evaluate the PDF for all those who teach in Irish higher education.







National Forum (2017)





# DIGITALBADGES

Assessment: OF, FOR, AS Learning

Avoiding Plagiarism

Blended Learning

Campus Sustainability

Career Development

Digital Leadership/Learning Technologies

Disciplinary Badges

Gamification Strategies

Managing ePortfolios

Online Identity

Student Retention

Student Transition (First Yr)

T&L for for Post Doc's/RFs

**Phase 2:**  
**further expressions of interest**

**Phase 1:**  
**Feb-April 2017**

Academic Writing

Enabling student volunteering

Developing PD Provision for Irish HE

Intercultural Awareness

Entrepreneurship

Mentoring for Leadership in T&L

Getting Started with Online Teaching

PhD Supervision

Programme Design/Re-design

Programme-focused Assessment

Policy in HE

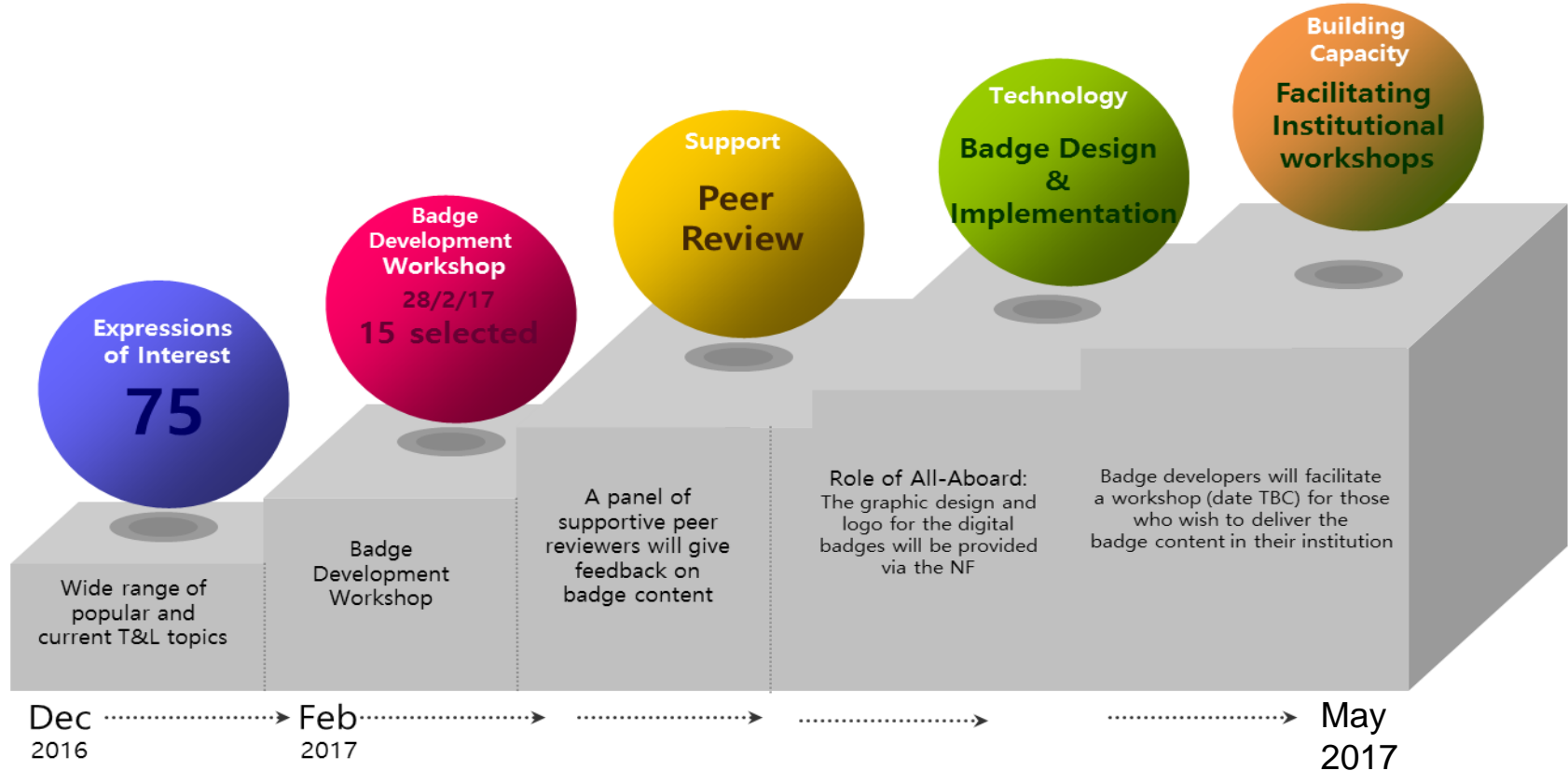
Reflecting on Teaching

Student Engagement

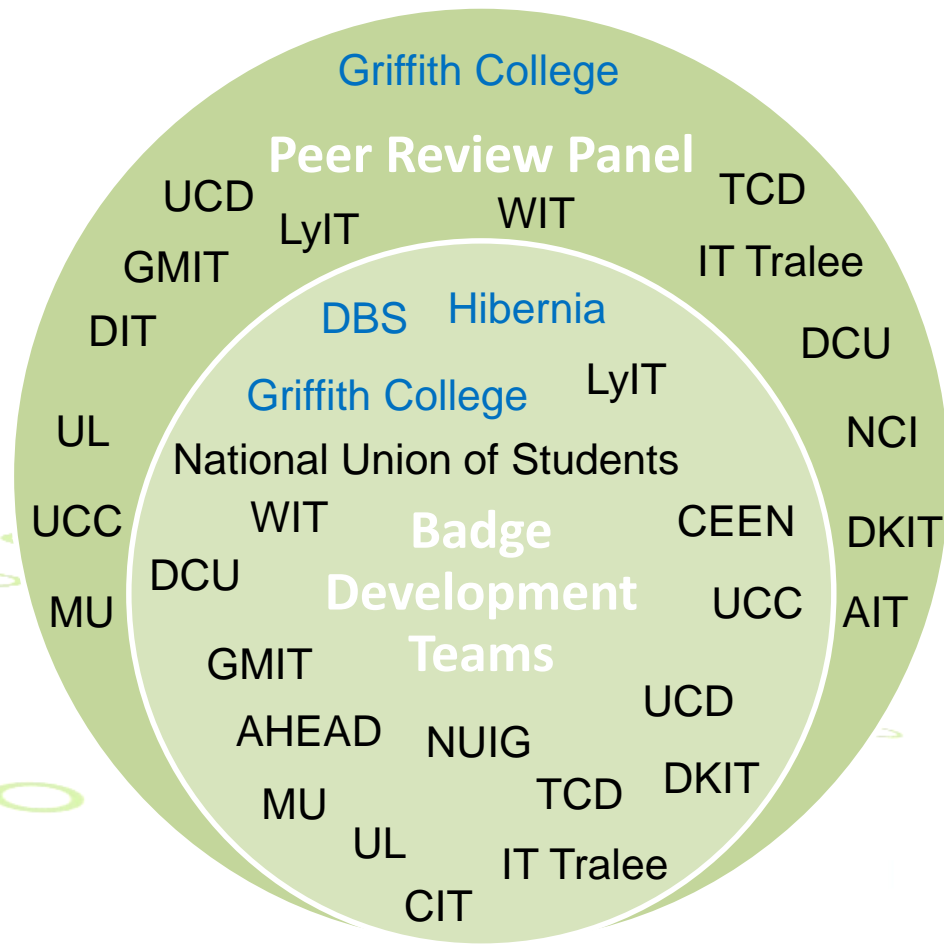
Teaching Strategies for New Lecturers

Universal Design

# Towards a model of digital badge development

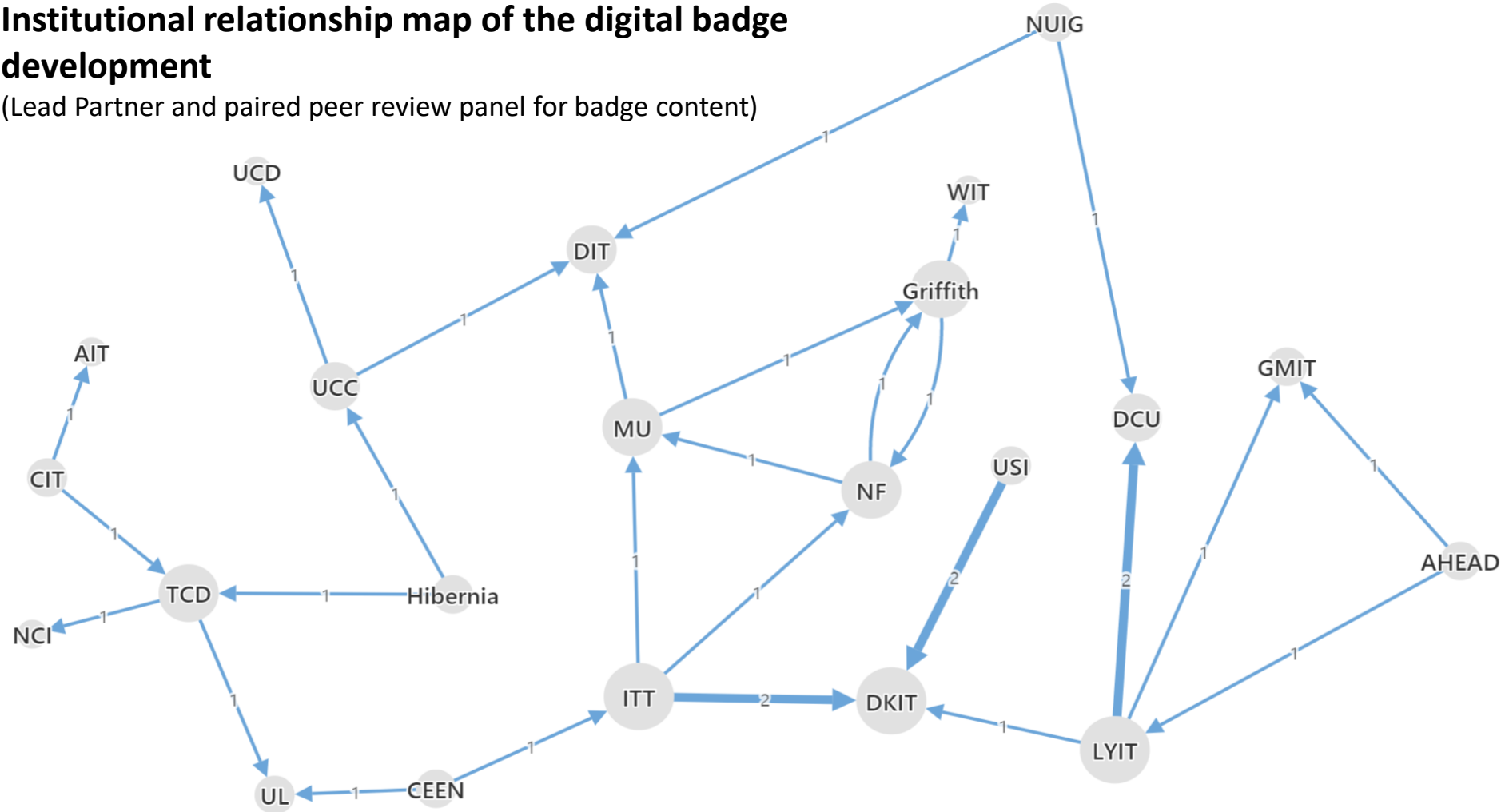


# Institutions involved in Digital Badges



# Institutional relationship map of the digital badge development

(Lead Partner and paired peer review panel for badge content)



# [PEDAGOGICAL] SPEED-DATING EVENT

*PechaKucha*



## Structured networking activity: Why?

- stimulate the T&L PD project meeting process
- spark enquiry about each other's PD work
- animate the interactions
- strengthen networking
- and going forward, to identity areas for cross-project collaboration across the 10 projects!

**What will you take away from the HECA Conference today  
to inform/enhance/support your practice?**



 **HECA**  
**Conference**  
**2017**

Higher Education  
Colleges Association

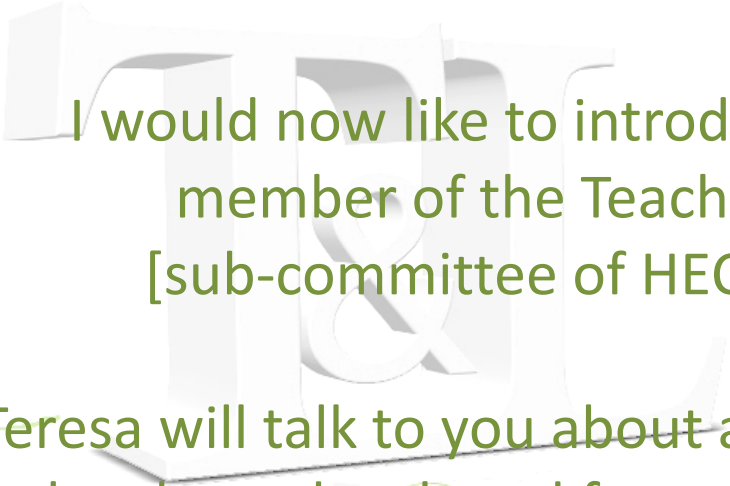
**Demographic Trends:  
The Urgent Agenda of HE Access**

**Keynote Speaker:  
Peter Cassells**

**Griffith College Dublin**  
**Thursday 27th April 2017**



# LAUNCH OF HECA MANUAL



I would now like to introduce Dr Teresa Whitaker, who is a member of the Teaching and Learning Committee [sub-committee of HECA], chaired by Anne Mangan.

Teresa will talk to you about an open access, digital resource that they have developed for new teachers in independent Higher Education Institutions in Ireland.

